Conventional Implicature in English Legal/ Diplomatic Texts: International Conventions

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Abstract

Diplomacy is the negotiation between International affairs, which takes diplomatic language as its carrier. Diplomacy is to deal with the affairs among different countries. However, different from the ordinary language, diplomatic language has its unique characteristics as a tactful and polite language.

This work looks at a widely held conception that legal/ diplomatic language is always being pulled in different directions. Its statements have to be so phrased that we can see their general applicability, yet be specific enough to apply to individual circumstances. Governmental declarations, Parliamentary debates, treaties, conventions, news reports, and scientific articles are all genres of discourse and forms of interaction and communication and most of their knowledge is presupposed in discourse, and hence not asserted and even not expressed but left implicit, such as legal/ diplomatic discourse. Diplomatic discourse leaves many things unsaid; as in diplomatic discourse, frequent use is made of "implicature", in order to suggest information not explicitly expressed in the text. These inferences are usually based on particular beliefs, opinions and knowledge of some concrete situation.

One of the most important properties in discourse is what is *not* said, but remains implicit, as in the case for

implicature. Above all, legal/ diplomatic texts have to be expressed in such a way that people can be certain above the intention of diplomatic documents.

One of the main functions of legal/ diplomatic texts is to manipulate diplomatic thought and ideas. This seems a particularly significant case of using language to mean more than is said. Legal/ diplomatic language depends on implications diplomatic texts will be considered from a pragmatic perspective by focusing centrally on implicature, which is an additional conveyed meaning that something must be more than just what the words mean.

Keywords: Diplomatic discourse, implicature.

Aims

The aim of this paper is to explain pragmatically, how conventional implicature operates in diplomatic texts: International Conventions.

Value

It is hoped that this paper contributes not only to our understanding of how conventional implicature operates on diplomatic texts, but also to the ongoing and useful contribution to pragmatic theory.

Limits

The study is limited to the investigation of conventional implicature in English legal/ diplomatic texts: International Conventions.

As far as the English diplomatic texts are concerned, one convention is selected from International Labor Organization under the title" *Worst Forms of Child Labor Convention 1999*"; second, "*Convention on Technical and Vocational Education 1989" ;* and third convention on the " *Recognition of Studies, Diplomas and degrees in Higher Education in the Arab States 1978".*

The Notion of Implicature

Language is autonomous, domain- specific modular system and pragmatics is a domain- general system. According to pragmatics, utterance interpretation is essentially an exercise in mind- reading. Understanding an utterance involves constructing a hypothesis about the speaker's meaning (the set of propositions, some explicit, others implicit, that the speaker overtly intended to convey).

When people interpret a message, many different assumptions from diverse sources come to mind. From the assumptions, they select the most relevant interpretation that has the greatest contextual effects for the smallest processing efforts.

Language is understood as a central medium of social exchange and connection between people, a link that forges shared cultural understanding a process in which social structures- and legal systems- express their changing characters.

It has been observed by linguists and non- linguists alike that when language is used, what is meant is often more than, or different from, what has actually been said.

In almost all texts it is possible to infer information on that is not stated in the text. In fact, such inferences, called *implicatures*, are crucial to interpretation. (Chimombo and Roseberry 1998:159 and Marmaridou 2000: 223).

The technical term "*implicature*" was introduced by the philosopher of language *Paul Grice* to cover a variety of non- explicit meanings, such as suggestions, implications and the like. Grice's theory of *implicature* is, on the one hand, based on the function of human reasoning, which is a cognitive process, and, on the other, on the socially based factors pertaining to the communicative event, which comprise social behavior. This duality has led to two different trends in pragmatic theory: cognitive pragmatics and societal pragmatics. Cognitive pragmatics attempts to account for implicatures by looking at the ways in which messages are

understood by interlocutors. Societal pragmatics views implicatures as arising from forms of language use in institutional contexts, which are often characterized by traits of non- cooperation. (Verschueren 1999: 30 and Marmaridou 2000: 224).

According to Hurford etal (2007: 314-17), Implicature is a concept of utterance meaning as opposed to sentence meaning. It is related to the method by which speakers work out the indirect illocutions of utterances.

Implicature is now frequently used in Linguistics as part of the study of conversational structure. Conversational implicatures refer to the implications which can be deduced from the form of an utterance, on the basis of certain *Cooperative Principle* which govern the efficiency and normal acceptability of conversations, as when the sentence: *There is some chalk on the floor* is taken to mean "*You ought to pick it up*".

A contrast has been drawn between conversational implicatures, which are inferences calculated on the basis of the maxims of conversation, and conversational implicatures, which are not derived from these principles but simply attached by convention to particular expressions, e.g. the use of *therefore*, *even,* and *yet,* and sequences of the type *He is an Englishman; therefore he is brave.*

This work deals with only the second type of implicature; *conventional implicature* which creates for the listener/ reader a controlled cognitive environment from which any interpretation is manipulated. Thus, legal texts will be considered from a pragmatic perspective by focusing centrally on meaning which may be derived beyond the contexts of what has been said. Legal discourse is a complex web of semantic and pragmatic implicature. Much of the time it is not just what it said explicitly, but within specific communicative situation of International Conventions, what is contextually implicated.

Conventional Implicature:

When people interpret a message, many different assumptions from diverse sources come to mind. From the assumptions, they select the most relevant interpretation that has the greatest contextual effects for the smallest processing efforts.

One factor that may reduce processing effort required for implicatures is the level of conventionality encoded in utterances. In conventional implicatures, the listener draws inferences from the utterance based on the conventional meanings encoded in lexical items. Meaning is more conventional and context- independent, requiring less processing effort.
(Taguchi 2005:545).

Different degrees of conventionality among implicatures are related to the differential processing effort required for meaning decoding. Implicatures vary in their degree of strength; some implicatures are strongly conveyed, while others are weakly understood, due to the number of contextual cues that must be processed for comprehension. When implicatures convey conventional meaning, that is, when speaker intentions are linguistically coded or embedded within predictable, fixed patterns of discourse, the listener may not attend to such contextual cues as background knowledge, mutual understanding, or flow of discourse, consequently reducing the processing effort. The degree of indirectness or implicitness of an utterance is closely related to the amount of "work" that the listener has to do to comprehend meaning and is largely influenced by the amount of contextual information required for comprehension.

Implied meaning is defined as meaning "that goes beyond what is given by the language form itself or what is literally said". (Verschueren 1999: 25). Thus, comprehension of implied meaning refers to the ability to recognize a mismatch between the literal utterance and the intention of

the utterance and to comprehend the intention of the utterance.

The process of inferring meaning in a way that can not be imagined without taking contextual information into account, there are also inferences types that are supposed to lead logically to relations between forms and implicit meanings. These are usually called "Conventional Implicatures".

Conventional implicature is meant to be a component of the rule- based content that a sentence can have, but it makes no contribution to the sentence's truth conditions. One might think that a conventional implicature is like a force operator. But it is not, since it can enter into the scope of logical operators. It follows that the semantic content of a sentence is not given simply by its truth- conditional content.

Verchueren (1999: 30) states that Conventional Implicatures are non- truth- conditional inferences that are nevertheless attached by convention to specific forms. Consider (1) X to (1) Z:

(1)X. This UN soldier is the local peace- keeper.

Y. The UN managed to bring about peace *and* forgot to announce it.

Z. The UN managed to bring about peace *but* forgot to announce it.

In (1) X. *The local peace- keeper* logically implies that "this UN soldier" is *a local* *peace- keeper*. The former is true if and only if the latter is true. Examples (1) Y and (1) Z, however, have the same truth conditions *but* differ in that but in (1) Z conventionally implicates that there is a contrast between the two conjuncts.

There is no way in which *the* in (1) X can simply be replaced by the indefinite article *a* without changing the meaning. At a deeper logical level, the substitutability is also dependent on the scope of *local*: if it means "in relation to a

specific locality where the UN soldier in question is to be found" the substitution does not work (since in that case the soldier in question would normally be the soldier in question would normally be the only "local peace- keeper" and hence not an individual member of a category at all), whereas it does if it means "in relation to any locality where the UN has soldiers".

The conventional meaning of the words used will determine what is implicated, besides what is said.

Legal/ Diplomatic Language:

It is suggested that the essence of diplomatic language in a manner conducive to the construction and sustenance of consensus and collaboration among nations. (Burhandeen 2005: 35).

Diplomatic communication stands out as there are few other oral or written communications which are so deliberate, masterful and pregnant with reflection meaning. There are few other messages which are so carefully and prudently drawn up, read, interpreted and analyzed than those it provokes. Interpretation is the practice of ascertaining the linguistic meaning or semantic content of a legal text (e.g. constitution, contract, treaty, convention, etc.). The content of linguistic communication is not always fully determined by the meaning of the words and sentences uttered. The words and phrases in conventional diplomatic texts are pregnant with meaning and reflection to achieve the primary purpose of continually enacting mutual goals in International Diplomacy.

According to Crystal (2003: 374), legal language shares with science a concern for coherence and precision; and it shares with religion a respect for ritual and historical tradition.

In legal/diplomatic language, social power and language interact. It affords a key site for advancing the social-linguistic project of unpacking the social and creative

character of language use and structure. The pragmatics of legal language is unique, sometimes uniquely problematic.

Analyzed from the pragmatic point of view, diplomats frequently take the advantage of diplomatic parlance to announce the outcome of a talk, to answer sensitive questions and to harmonize the atmosphere. Featured as terseness, flexibility and generality, fuzzy wording meets the demand of diplomatic language and it has its sensibility of existence in diplomatic context.

As the carrier of the diplomatic work, the diplomatic language has its distinct features of being tactful and polite. Therefore, diplomats usually show the result of a meeting or negotiation with special diplomatic results, answer the questions with sophisticated sensitivity and alleviate the intensity in communication. The conciseness, flexibility and summation of ambiguous language just satisfy the critical requirements of the diplomatic language.

Crystal and Davy (1969:193) state that there are different activities in law that range from drafting statutes to the contracting treaties or conventions between individuals and each of these activities is in some way connected with the imposition of obligations and conferring of rights.

Legal language is never the same as that to be employed in informal talk among friends, because each is a style fulfilling particular communicative needs. (Giglioli 1972: 225).

Edelman (1977: 17) points out that the form of legal language conveys a reassuring message regardless of its content. The language of constitutions consists of definitions and specific commands to judge or to control the way administrative officials, and general public behaves.

The Analytical Framework:

This section illustrates the analytical procedures that will be followed in the analysis of *International Conventions*, and the results will be on the basis of the analysis.

The main aim of this paper is the examination of *Conventional Implicature* in the language of legal texts.

The corpus represents one type of legal texts, *International Conventions* (IC). International Conventions sample consists of 3 texts. The texts that have been selected all deal with social subjects.

Conventional Implicature in International Conventions:

The pragmatic aspect of language use is typically associated with two key ideas: one idea refers to the prevalent role that context plays in understanding the content of an act of communication. The second idea is related to the distinction between what has been said or asserted, and what has only been applied or implicated. Context may play a crucial role in our ability to understand what has been asserted whether there is any further implicated content or not.

Implicature can direct addressees' interpretations several on events in such a way their viewpoints are shaped; second, it allows politicians in diplomatic relations to avoid communicating directly while talking about different topics. Implicature is not accidental, but an intentional act, which may be consistent with the other lexicons and may act add into a semantic system to form a set of ideologies to addressees. It can be considered as another important communication tool for politicians other than the mentioned linguistic tactics in diplomatic discourse in presenting the world in any ideological manner.

Conventional Implicatures are non- truth- conditional inferences that are not derived from superordinate pragmatic principles, but are associated with specific words or expressions and result in additional conveyed meanings when those words are used. In Conventional Implicatures, the conventional meaning of the words used will determine what is implicated, besides helping to determine what is said. What is conventionally implicated is part of the meaning of

utterance. (Bever etal. 1977:338; Levinson 1983: 17; Garnham 1985: 107; Yule 1996: 45; Ifantidou 2001: 50; and Jaszcolt 2002: 217).

In Linguistics and philosophy, it is common to suppose that certain words, such as "*and, but*, and *or*" do something besides contribute to what is said in utterances in utterances of sentences containing them. There are few examples of conventional implicatures; Levinson (1983: 127) lists four: *but, even, therefore*, and *yet*.

1- *And* is used semantically which expresses a relation between two facts which are ordered in time. In other words, its function may be characterized in terms of concepts like "*addition"* or "*continuation".* When two statements containing static information joined by *and* as in the examples below, the implicature is simply "*in addition*' or "*plus*".

Recognizing that the development of technical and vocational education should contribute to the safeguarding of peace and friendly understanding among nations,…...

(Text 2)

Each member shall design and implement programmes of action to eliminate as a priority the worst form of child labour.

(Text 1)

In the above examples, there are two subsequent assertions, pragmatically connected by *and.*

But when the two statements contain dynamic, action-related information, as in the examples below, the implicature of "*and*" is "*and then*" indicating sequence. e.g.

The Contracting States shall pay attention to the special needs of the handicapped and other disadvantaged groups <u>and</u> take appropriate measures to enable these groups to benefit from technical and vocational education.

(Text 2)

The Regional Committee shall set up the technical organs and bodies needed for the accomplishment of its work <u>and</u> shall define their competence and powers.

(Text 3)

2- *Or* The meaning of this conjunction is to suggest that only one possibility can be realized, excluding one or the other. It requires that two facts are alternatives in two possible worlds. "*Or*" substitutes for ideas of equal importance. e.g.

For the purpose of the present Convention, "Partial Studies"
means any education of which the duration <u>or</u> the content is partial by comparison with the norms……

(Text 3)

This Convention applies to all forms and levels of technical and vocational education provided in educational institutions <u>or</u> through co-operative programmers organized jointly by educational ……

(Text 2)

3- *But* is the coordinating conjunction that is used to suggest a contrast that is unexpected in light of the first clause. In other words, *"but"* is used to intimate that what follows it contrasts with what was to be expected from what

preceded it. *"But"* is an expression which conventionally implicate- or indicate- the performance of a higher- order, or "non- central" speech act. It is also used to suggest in an affirmative sense what the first part of the sentence implied in a negative way. e.g.

The Present Convention shall enter into force one month after two states have deposited their instrument of ratification, but solely with respect to the states which have deposited their instrument of ratification.

(Text 3)

This Convention shall in any case remain in force in its actual form and content for those members which have ratified it but have not ratified the revising Convention.

(Text 1)

In the above examples, the word *"but"* is used to hint that there is some contrast, relevant to the ratification of the convention.

The Results:

Pragmatics deals with how meaning arises from the interacting of linguistic meaning with contextual factors. Implicatures are inferred on the basis of what is explicitly communicated and contextual factors.

Conventional implicature derives from the meanings of particular expressions. In linguistics and philosophy it is common to suppose that certain words, such as "*and*", "*or*", and "*but*' do something besides contribute to what is said in utterances of sentences containing them.

Conventional implicature represents a distinctive feature in legal texts, International Conventions. The frequency of conventional implicature is 441.

The analysis of International Conventions shows that conventional implicature is realized mainly by the use of "*and*" which has the frequency of 364, representing 82.53% of the conventional implicature in legal texts.

According to the use of "*or*", its frequency in international conventions is 71, which constitute 16.09% of the conventional implicature in diplomatic texts.

In international conventions, "*but*" has a frequency of 6, making up 1.36% of all conventional implicature in diplomatic texts.

Conclusion

Implicature is an instance of the more general_principle that expressions or utterances only make sense against certain background assumptions. Implicatures are dependent on the context of the utterance between the writer and the reader. Attention in Pragmatics has generally focused on the role of contextual information in implicature.

Conventional implicature is an implicature that is a part of a lexical item's or expressions agreed meaning, rather than derived from principles of language use. This kind of implicature is associated with specific words and result in additional conveyed meanings when those words are used.

In the realization of conventional implicature, "*and*" is considered a characteristic feature in diplomatic texts, International Conventions. *And* implicates the idea of ' *in addition to*' so there are different ideas that are presented by the countries. *Or* also characterizes this kind of diplomatic texts. This conjunction expresses choice between two or more actions or things. *But* is another conjunction which reflects the low use in International Conventions.

The view that diplomatic language can be vague holds that there are statements having indeterminate interpretations because of the special purpose of diplomacy.

Finally, the pragmatic aspects of legal/ diplomatic language are very complex, and certainly much more work needs to be done in this area.

Appendices

Text (1)

Worst Forms of Child Labour Convention, 1999
Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (Note: Date of coming into force: 19/11/2000)
Convention: C182
Place: Geneva
Session of the Conference: 87
Date of adoption: 17/06/1999

The General Conference of the International Labour Organization,

Having been convened at Geneva by the Governing Body of the International Labour Office, and having met in its 87th Session on 1 June 1999, and

Considering the need to adopt new instruments for the prohibition and elimination of the worst forms of child labour, as the main priority for national and international action, including international cooperation and assistance, to complement the Convention and the Recommendation concerning Minimum Age for Admission to Employment, 1973, which remain fundamental instruments on child labour, and

Considering that the effective elimination of the worst forms of child labour requires immediate and comprehensive action, taking into account the importance of free basic education and the need to remove the children concerned from all such work and to provide for their rehabilitation and social integration while addressing the needs of their families, and

Recalling the resolution concerning the elimination of child labour adopted by the International Labour Conference at its 83rd Session in 1996, and

Recognizing that child labour is to a great extent caused by poverty and that the long-term solution lies in sustained

economic growth leading to social progress, in particular poverty alleviation and universal education, and

Recalling the Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989, and

Recalling the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, adopted by the International Labour Conference at its 86th Session in 1998, and

Recalling that some of the worst forms of child labour are covered by other international instruments, in particular the Forced Labour Convention, 1930, and the United Nations Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956, and

Having decided upon the adoption of certain proposals with regard to child labour, which is the fourth item on the agenda of the session, and

Having determined that these proposals shall take the form of an international Convention;

adopts this seventeenth day of June of the year one thousand nine hundred and ninety-nine the following Convention, which may be cited as the Worst Forms of Child Labour Convention, 1999.

Article 1

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.

Article 2

For the purposes of this Convention, the term child shall apply to all persons under the age of 18.

Article 3

For the purposes of this Convention, the term the worst forms of child labour comprises:

a. **all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;**
b. **the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;**
c. **the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;**
d. **work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.**

Article 4

1. **The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.**
2. **The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.**
3. **The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.**
4. **Article 5**

5. Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.

Article 6

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.
2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
   a. prevent the engagement of children in the worst forms of child labour;
   b. provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
   c. ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
   d. identify and reach out to children at special risk; and
   e. take account of the special situation of girls.

3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Article 8

Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programmes and universal education.

Article 9

The formal ratifications of this Convention shall be communicated to the Director-General of the International Labour Office for registration.

Article 10

1. This Convention shall be binding only upon those Members of the International Labour Organization whose ratifications have been registered with the Director-General of the International Labour Office.
2. It shall come into force 12 months after the date on which the ratifications of two Members have been registered with the Director-General.
3. Thereafter, this Convention shall come into force for any Member 12 months after the date on which its ratification has been registered.

Article 11

1. A Member which has ratified this Convention may denounce it after the expiration of ten years from the date

on which the Convention first comes into force, by an act communicated to the Director-General of the International Labour Office for registration. Such denunciation shall not take effect until one year after the date on which it is registered.

2. Each Member which has ratified this Convention and which does not, within the year following the expiration of the period of ten years mentioned in the preceding paragraph, exercise the right of denunciation provided for in this Article, will be bound for another period of ten years and, thereafter, may denounce this Convention at the expiration of each period of ten years under the terms provided for in this Article.

Article 12

1. The Director-General of the International Labour Office shall notify all Members of the International Labour Organization of the registration of all ratifications and acts of denunciation communicated by the Members of the Organization.
2. When notifying the Members of the Organization of the registration of the second ratification, the Director-General shall draw the attention of the Members of the Organization to the date upon which the Convention shall come into force.

Article 13

The Director-General of the International Labour Office shall communicate to the Secretary-General of the United Nations, for registration in accordance with article 102 of the Charter of the United Nations, full particulars of all ratifications and acts of denunciation registered by the Director-General in accordance with the provisions of the preceding Articles.

Article 14

At such times as it may consider necessary, the Governing Body of the International Labour Office shall present to the General Conference a report on the working of this Convention and shall examine the desirability of placing on the agenda of the Conference the question of its revision in whole or in part.

Article 15

1. **Should the Conference adopt a new Convention revising this Convention in whole or in part, then, unless the new Convention otherwise provides –**
   a. **the ratification by a Member of the new revising Convention shall ipso jure involve the immediate denunciation of this Convention, notwithstanding the provisions of Article 11 above, if and when the new revising Convention shall have come into force;**
   b. **as from the date when the new revising Convention comes into force, this Convention shall cease to be open to ratification by the Members.**
2. **This Convention shall in any case remain in force in its actual form and content for those Members which have ratified it but have not ratified the revising Convention.**

Article 16

The English and French versions of the text of this Convention are equally authoritative.
Supplemented: (R190) Complemented by the Worst Forms of Child Labour Recommendation, 1999

Text (2)

United Nations Educational, Scientific and Cultural Organization Convention on Technical and Vocational Education

Adopted by the General Conference at its twenty-fifth session Paris, 10 November 1989

CONVENTION ON TECHNICAL AND VOCATIONAL EDUCATION

PREAMBLE

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting at Paris from 17 October 1989 to 16 November 1989 at its twenty-fifth session, Recalling that it is the Organization's constitutional duty to promote and develop education,

Recalling also the principles set forth in Articles 23 and 26 of the Universal Declaration of Human Rights which relate to the right to work and to education, the principles contained in the Convention against Discrimination in Education, adopted in Paris on 14 December 1960, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, adopted in New York on 16 December 1966, as well as the Convention on the Elimination of All Forms of Discrimination against Women, adopted by the United Nations General Assembly on 18 December 1979, Recognizing that the development of technical and vocational education should contribute to the safeguarding of peace and friendly understanding among nations, Having noted the provisions of the Revised Recommendation concerning Technical and Vocational Education, and the Recommendation concerning Education for International Understanding, Co-operation and Peace and

Education relating to Human Rights and Fundamental Freedoms, both adopted by the General Conference at its

eighteenth session in 1974, Having noted further the provisions of the Recommendation on the Development of Adult Education, adopted by the General Conference in 1976, and the Recommendation concerning the Status of Teachers, adopted by the Special Intergovernmental Conference in 1966, Taking into account the relevant recommendations of the International Conference on Education, Bearing in mind the provisions of the Convention (No. 142) and Recommendation (No. 150) concerning Vocational Guidance and Vocational Training in the Development of Human Resources, adopted by the International Labour Conference at its sixtieth session in 1975, Noting further the close collaboration between Unesco and the International Labour Organization in drawing up their respective instruments so that they pursue harmonious objectives and with a view to continuing fruitful collaboration, Considering the need to make a special effort to promote the technical and vocational education of women and girls, Paying special attention to the diversity of education systems and socio-economic and cultural conditions, in particular those in developing countries which need special considerations and provisions, Considering that, in spite of this diversity, generally similar objectives are pursued and that similar problems arise in many countries, making it desirable to develop common guidelines in technical and vocational education, Recognizing that the pace of technological, social and economic development has considerably increased the need to expand and improve the technical and vocational education provided for both young people and adults, Recognizing that technical and vocational education meets the global aim of developing both individuals and societies, Convinced of the need for the exchange of information and experiences in the development of technical and vocational education and of the desirability of strengthening international co-operation in this field, Convinced of the utility of an international legal instrument to

reinforce international collaboration in the development of technical and vocational education, Adopts the present Convention this tenth day of November 1989:

ARTICLE 1

The Contracting States agree that:

(a) for the purpose of this Convention, 'technical and vocational Education1 refers to all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life;

(b) this Convention applies to all forms and levels of technical and vocational education provided in educational institutions or through co-operative programmes organized jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other;

(c) this Convention shall be applied in accordance with the constitutional provisions and legislation of each Contracting State.

ARTICLE 2

1. **The Contracting States agree to frame policies, to define strategies and to implement, in accordance with their needs and resources, programmes and curricula for technical and vocational education designed for young people and adults, within the framework of their respective education systems, in order to enable them to acquire the knowledge and know-how that are essential to economic**

and social development as well as to the personal and cultural fulfilment of the individual in society.

2. The general framework for the development of technical and vocational education shall be determined in each Contracting State by appropriate legislation or other measures indicating:
   (a) the objectives to be attained in. technical and vocational fields, taking into consideration economic, social and cultural development needs and the personal fulfilment of the individual;
   (b) the relationship between technical and vocational education, on the one hand, and other types of education, on the other, with particular reference to horizontal and vertical articulation of programmes;
   (c) the structures for administrative organization of technical and vocational education defined by the responsible authorities;
   (d) the roles of the public authorities responsible for economic, social and development planning in the various sectors of the economy and, where applicable, of professional associations, workers, employers and other interested parties.
3. The Contracting States shall guarantee that no individual who has attained the educational level for admission into technical and vocational education shall be discriminated against on grounds of race, colour, sex, language, religion, national or social origin, political or other opinions, economic status, birth, or on any other grounds. The Contracting States shall work towards the right to equal access to technical and vocational education and towards equality of opportunity to study throughout the educational process.
4. The Contracting States shall pay attention to the special needs of the handicapped and other disadvantaged groups and take appropriate measures to enable these groups to benefit from technical and vocational education.

ARTICLE 3

1. **The Contracting States agree to provide and develop technical and vocational education programmes that take account of:**
   (a) **the educational, cultural and social background of the population concerned and its vocational aspirations;**
   (b) **the technical and professional skills, knowledge and levels of qualification needed in the various sectors of the economy, and the technological and structural changes to be expected;**
   (c) **employment opportunities and development prospects at the national, regional and local levels;**
   (d) **protection of the environment and the common heritage of mankind;**
   (e) **occupational health, safety and welfare.**
2. **Technical and vocational education should be designed to operate within a framework of open-ended and flexible structures in the context of lifelong education and provide:**
   (a) **an introduction to technology and to the world of work for all young people within the context of general education;**
   (b) **educational and vocational guidance and information, and aptitude counselling;**
   (c) **development of an education designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation;**
   (d) **a basis for education and training that may be essential for occupational mobility, improvement of professional qualifications and updating of knowledge, skills and understanding;**
   (e) **complementary general education for those receiving initial technical and vocational training in the form of on-the-job or other training both inside and outside technical and vocational education institutions;**

(f) continuing education and training courses for adults with a view, in particular, to retraining as well as to supplementing and upgrading the qualifications of those whose current knowledge has become obsolete because of scientific and technological progress or changes in the employment structure or in the social and economic situation, and also for those in special circumstances.

3. Technical and vocational education programmes should meet the technical requirements of the occupational sectors concerned and also provide the general education necessary for the personal and cultural development of the individual and include, inter alia, social, economic and environmental concepts relevant to the occupation concerned.
4. The Contracting States agree to tender support and advice to undertakings outside educational institutions which take part in co-operative programmes in technical and vocational education.
5. At each occupational level, the competence required must be defined as clearly as possible and curricula must be continuously updated to incorporate new knowledge and technical processes.
6. In assessing the ability to carry out occupational activities and determining appropriate awards in technical and vocational education, account should be taken of both the theoretical and practical aspects of the technical field in question, and this should apply both to persons who have received training and to persons who have acquired occupational experience in employment.

ARTICLE 4

The Contracting States agree to review periodically the structure of technical and vocational education, study programmes, plans, training methods and materials, as well as forms of co-operation between the school system and the

world of work, so as to ensure that they are constantly adapted to scientific and technological progress, to cultural progress and to changing employment needs in the various sectors of the economy, and that advances in educational research and innovation are taken into account with a view to application of the most effective teaching methods.

ARTICLE 5

1. **The Contracting States agree that all persons teaching in the field of technical and vocational education, whether working full time or part time, should have adequate knowledge, theoretical and practical, of their professional field of competence as well as appropriate teaching skills consistent with the type and level of the courses they are required to teach.**
2. **Persons teaching in technical and vocational education should be given the opportunity to update their technical information, knowledge and skills through special courses, practical training periods in enterprises and any other organized form of activity involving contact with the world of work; in addition, they should be provided with information on and training in educational innovations that may have applications in their particular discipline and be given the opportunity to participate in relevant research and development.**
3. **Equal employment opportunities should be offered, without discrimination, to teachers and other specialized staff in technical and vocational education, and their employment conditions should be such that it is possible to attract, recruit and retain staff qualified in their areas of competence.**

ARTICLE 6

To facilitate international co-operation, the Contracting States agree:

(a) to encourage the collection and dissemination of information concerning innovations, ideas and experience in technical and vocational education and to participate actively in international exchanges dealing with study and teacher-training programmes, methods, equipment standards and textbooks in the field of technical and vocational education;

(b) to encourage the use in technical and vocational education of international technical standards applied in industry, commerce and other sectors of the economy;

(c) to promote approaches to achieving the recognition of equivalencies of qualifications acquired through technical and vocational education;

(d) to encourage international exchanges of teachers, administrators and other specialists in technical and vocational education;

(e) to give students from other countries, particularly from developing countries, the opportunity to receive technical and vocational education in their institutions, with a view, in particular, to facilitating the study, acquisition, adaptation, transfer and application of technology;

(f) to promote co-operation in technical and vocational education between all countries, but in particular between industrialized and developing countries, in order to encourage the development of the technologies of the countries;

(g) to mobilize resources for strengthening international co-operation in the field of technical and vocational education.

ARTICLE 7

The Contracting States shall specify, in periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization at the dates and in the form determined by it, the legislative provisions, regulations and other measures adopted by them to give effect to this Convention.

ARTICLE 8

The following provisions shall apply to those States Parties to this Convention which have a non-unitary constitutional system:

(a) with regard to the provisions of this Convention, the implementation of which comes under the legal jurisdiction of the federal or central legislative power, the obligations of the federal or central government shall be the same as for those States Parties with a centralized system;

(b) with regard to the provisions of this Convention, the implementation of which comes under the legal jurisdiction of federated States and constituent countries, provinces, autonomous communities or cantons that are not obliged by the general or basic constitutional system of the federation to take legislative measures, the central government shall inform the competent authorities of such States, countries, provinces, autonomous communities or cantons of the said provisions, with its recommendation for their adoption.

ARTICLE 9

Member States of Unesco may become Parties to this Convention, as well as non-Member States of Unesco which

have been invited by Unesco's Executive Board to become Parties, by depositing with the Director-General of Unesco an instrument of ratification, acceptance, accession, or approval.

ARTICLE 10

This Convention shall enter into force three months after the third instrument referred to in Article 9 has been deposited, but solely with respect to the States that have deposited their respective instruments by that date. It shall enter into force for each other State three months after that State has deposited its instrument.

ARTICLE 11

1. **Each Contracting State shall have the right to denounce this Convention by formal notification in writing to the Director-General of the United Nations Educational, Scientific and Cultural Organization.**
2. **The denunciation shall take effect 12 months after the notification has been received.**

ARTICLE 12

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Member States of the Organization, the non-Member States covered by Article 9 and also the United Nations of the deposit of all the instruments referred to in Article 9 and the denunciations provided for in Article 11.

ARTICLE 13

1. **This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural**

Organization. Such revision shall, however, be binding only on States Parties to the revised Convention.

2. Should the General Conference adopt a new Convention entailing a total or partial revision of this Convention, and unless the new Convention otherwise provides, this present Convention shall cease to be open to new States Parties from the date of entry into force of the new revised Convention.

ARTICLE 14

This Convention has been drawn up in Arabic, Chinese, English, French, Russian and Spanish, the six texts being equally authoritative.

ARTICLE 15

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Done in Paris, this sixteenth day of November 1989, in two authentic copies bearing the signature of the President of the twenty-fifth session of the General Conference and of the Director-General of the United Nations Educational, Scientific and Cultural Organization, which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization, and certified true copies of which shall be delivered to all the States referred to in Article 9 as well as to the United Nations.

Text (3)

Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States 1978

Paris, 22 December 1978

Preamble

The Arab States, Parties to the present Convention,

Considering the common heritage and the close community, intellectual and cultural ties which bind them together, and desirous of giving clearer, concrete expression to the intellectual and cultural co-operation enshrined in the Arab Cultural Treaty of 21 Dhoul Hydgah 1364 (27 November 1945) and the Pact of Arab Cultural Unity of 16 Chawal 1383 (29 February 1964), and the relevant bilateral and multilateral agreements,

Desirous of promoting education and scientific research,-strengthening their co-operation in those areas and making good use of human resources, with the aim of achieving economic, social and cultural development and maximum integration of the area and of preserving their cultural identity,

Convinced of the necessity of ensuring the recognition of studies, diplomas and degrees in higher education with a view to facilitating the mobility of students, members of the teaching profession, and other specialists and research workers within the region, and being aware of the need to develop education, to promote access thereto and improve its quality and to promote lifelong education,

Convinced that, on account of the diversity and complexity of programmes of study, it is desirable that the recognition of stages of training completed should take into account not only the diplomas and degrees obtained but also the courses of studies followed and the knowledge and experience acquired,

Resolved to organize their co-operation and strengthen it in respect of recognition of studies, diplomas and degrees of higher education by means of a convention which would be the starting point for concerted, dynamic action carried out, in particular, through national, bilateral, subregional and regional bodies set up for that purpose,

Expressing the hope that this Convention will be a step towards more wideranging action leading to an international convention between all the Member States of the United Nations Educational, Scientific and Cultural Organization,

Have agreed as follows

I. Definitions
Article 1

1. For the purpose of the present Convention the `recognition' of a certificate, qualification, diploma or degree of higher education obtained in one of the Contracting States means its acceptance by the competent authorities of another Contracting State and the granting to the holder of the rights enjoyed by persons possessing a certificate, qualification, diploma or degree issued by that State with which the certificate, qualification, diploma or degree obtained in the first Contracting State is comparable. Such rights extend to either the pursuit of studies, or the practice of a profession, or both, according to the applicability of the recognition.

(a) Recognition by a Contracting State of a certificate, qualification, diploma or degree awarded by another Contracting State with a view to undertaking or pursuing studies at the higher level shall entitle the holder to enter the higher educational and research institutions of any other Contracting State under the same conditions as those applying to holders of a similar certificate,

qualification, diploma or degree issued in the Contracting State concerned. Such recognition does not exempt the holder of the certificate, qualification, diploma or degree from complying with the other conditions laid down by the law or with the regulations governing admission to higher educational institutions.

(b) A Contracting State which recognizes a certificate, qualification, diploma or degree enabling the holder to practice a profession thereby recognizes the holder's technical ability and confers on him rights and obligations identical to those which he would have if he obtained such a certificate, qualification, diploma or degree directly in that State with a view to the practice of the same profession. Such recognition does not exempt the holder of the certificate, qualification, diploma or degree from complying with the other conditions laid down by the law in force in each State or conditions-for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities.

2. For the purposes of the present Convention:

(a) `secondary education' means that stage of studies of any kind which follows primary, elementary, preparatory or intermediate education and the aims of which may include preparing pupils for higher education;

(b) `higher education' means all types of education and research at post-secondary level. Such education is open to all persons who have obtained a diploma or certificate attesting that they have successfully completed their education at the secondary level or at an equivalent level in accordance with the conditions laid down for that purpose by the State concerned.

3. For the purpose of the present Convention, `partial studies' means any education of which the duration or the content is partial by comparison with the norms prevailing in the institution in which it was acquired. Recognition by a Contracting State of partial studies pursued in an institution situated in the territory of another Contracting State and recognized by that State may be granted in accordance with the educational level reached by the student in the, opinion of the State granting recognition.

II. Aims
Article 2

1.The Contracting States solemnly declare their firm resolve to co-operate closely with a view to:

(a) enabling the educational resources available to them to be used as effectively as possible in the interests of all the Contracting States, and, for this purpose:

(i) to adopt terminology and evaluation criteria as similar as possible, especially as regards the harmonization of the names of diplomas and degrees and of stages of study, in order to simplify the application of a system which will ensure the comparability of credits, subjects of study and diplomas;
(ii) to improve the system for the exchange of information regarding the recognition of studies, diplomas and degrees;
(iii) to co-ordinate the entrance requirements of the educational institutions of each country;
(iv) to adopt a ' dynamic approach in matters of admission to further stages of study, bearing in mind not only knowledge acquired, as attested by diplomas and degrees, but also the individual's experience and

achievements, so far as these may be deemed acceptable by the competent authorities;

(v) to adopt flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at, university level;

(vi) to make their higher educational institutions as widely accessible as possible to students from any of the Contracting States;

(vii) to recognize the studies, diplomas and degrees of such persons, and to encourage exchanges and the greatest possible freedom of movement of teachers, students and research workers in the region;

(viii) to alleviate the difficulties encountered by those returning home after completing their education abroad, so that their reintegration into the life of the country may be achieved in the manner most beneficial both to the community and to the development of their own personality;

(b) constantly improving higher education curricula in the Contracting States through planning and continuous evaluation so as to take account of the personality and identity of the Arab nation, of development requirements and of the recommendations made by the competent organs of Unesco, ALECSO and the Association of Arab Universities concerning the continuous improvement of the quality of education, the promotion of lifelong education and the democratization of education;

(c) promoting the widest and most effective use of human resources so as to contribute to the acceleration of the development of the countries con cerned whilst at the same time avoiding the `brain drain' from the Arab States;

(d) promoting-interregional co-operation in the matter of the recognition of studies and academic qualifications.

2. The Contracting States agree to take all necessary steps at the national, bilateral and multilateral levels, in particular by means of bilateral , sub regional, regional or other agreements, agreements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies, with a view to the progressive attainment of the goals defined in the present article.

III. Undertakings for immediate application
Article 3

1. For the purpose of the continuation of studies and direct admission to the subsequent stages of training in higher educational institutions situated in their territories, each of the Contracting States recognizes, under the same academic conditions as those applicable to its nationals, secondary school leaving certificates issued in the other Contracting States, provided their possession qualifies the holders for direct admission to the subsequent -stages of training in higher educational institutions situated in the territories of those Contracting States.
2. Admission to a given higher educational institution may, however, be dependent on the availability of places, and on compatibility with the host country's planning and development needs.

Article 4

Each of the Contracting States agrees to take all necessary steps with a view to:

(a) recognizing, for the purpose of the immediate pursuit of studies and admission to the subsequent stages of training in higher educational institutions situated in its territory and under the conditions applicable to its nationals, academic qualifications obtained in a governmental higher educational institution situated in the territory of another Contracting State and recognized by it,, denoting that a full course of studies at the higher level has been completed to the satisfaction of the competent authorities, taking into account the relevant provisions of the preceding articles ;

(b) endeavouring to establish the procedures, criteria and methods for recog-nizing degrees and diplomas awarded by higher educational institutions situated in the other Contracting States, as well as recognizing, for the purpose of the pursuit of studies, periods of study and partial studies in such institutions ;

(c) endeavouring to apply the provisions of paragraph (b) of the present Article to the studies, diplomas, degrees and qualifications awarded by regional higher educational institutions, under the authority of the League of Arab States or any other Arab intergovernmental organization.

Article 5

Each Contracting State agrees to take the necessary steps to ensure as far as possible that certificates, diplomas, degrees or qualifications issued by the competent authorities of the other Contracting States are effectively recognized for the purpose of practicing a profession, in accordance with Article 1, paragraph 1.

Article 6

1. Any person, of whatever political or legal status, who has followed studies in one of the Contracting States shall be entitled to benefit from the provisions of Articles 3, 4 and 5,

provided this is not contrary to the laws and international legal obligations of the host country.

2. Without prejudice to the provisions contained in Article 20 of the present Convention, any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, qualifications, diplomas or degrees similar to those defined in Articles 3, 4 and 5 above may avail himself of those provisions which are applicable, on condition that the certificates, qualifications, diplomas or degrees in question have been recognized in his home country and in the country in which he wishes to continue his studies or practice a profession.

IV. Machinery for implementation
Article 7

The Contracting States shall endeavour to attain the goals defined in Article 2 and shall ensure that the agreements set forth in Articles 3, 4 and 5 above are put into effect by means of:

(a) national bodies;
(b) the Regional Committee, which will seek the co-operation of the existing competent regional institutions, and in particular the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities ;
c) bilateral or sub regional bodies.

Article 8

1. The Contracting States recognize that the attainment of the goals and the execution of the agreements defined in the present Convention will require, at the national level, close co-operation and co-ordination of the efforts of a variety of national authorities whether governmental or non-

governmental, particularly universities and other educational institutions. They therefore agree to entrust the study and solution of the problems involved in the application of the present Convention to appropriate national bodies, with which the sectors concerned will be associated, and to take all the administrative measures required to speed up the functioning of these national bodies effectively.

2. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation center.

Article 9

1. A Regional Committee of Contracting States composed of representatives of all the Contracting States is hereby set up and its secretariat entrusted to the Director-General of the United Nations Educational, Scientific and Cultural Organization in co-operation and co-ordination with the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities. UNESCO, ALECSO, the Association of Arab Universities, and any other international governmental or non-governmental organization designated by the Committee shall be permitted to be represented at its meetings.

2. The function of the Committee of Contracting States shall be to promote and extend the application of the present Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and the obstacles encountered by them in the application of the Convention and also the studies carried out by its secretariat on the said

Convention. The Contracting States undertake to submit to the Committee their reports at least once every two years.

3. The Regional Committee shall assist the institutions of higher education in the Contracting States in carrying out at their request self-evaluation in regard to this Convention at least once every five years, in accordance with a system to be established by the Committee for this purpose. The Committee shall also address recommendations of a general or individual character to the Contracting States.

4. The Regional Committee shall undertake the necessary studies required to adapt the objectives of this Convention in accordance with the evolving re-quirements of social, cultural and economic development in the Contracting States, and shall submit its recommendations to them; these recommendations shall take effect after their approval by not less than two-thirds of the Contracting States.

5. The secretariat of the Committee of Contracting States shall co-operate with national bodies to obtain the information needed by them in their activities.

6. The Regional Committee shall be entitled to propose to Contracting States plans and procedures for implementing the Convention and co-ordinating its practical application by the Contracting States and Unesco.

Article 10

The Regional Committee shall meet for the first time three months after six States have deposited their instrument of ratification. It shall elect its Chairman and adopt its Rules of Procedure. It shall set up the technical organs and bodies needed for the accomplishment of its work and shall define

their com-petence and powers. It shall meet at least once every year and whenever necessary.

Article 11

The Contracting States may entrust bilateral, subregional or regional bodies already in existence or set up for the purpose with the task of studying, and contributing to the solution of, the problems involved in the application of the present Convention at the bilateral, subregional or regional levels.

V. Documentation
Article 12

1. **The Contracting States shall periodically engage in wide exchanges of information and documentation pertaining to studies, diplomas and degrees in higher education.**

2. **They shall endeavour to promote the development of methods and means for collecting, processing, filing and disseminating all the necessary information pertaining to the recognition of studies, certificates, qualifications and degrees in higher education, while taking into account the methods and means used and information collected in this respect by the various national, regional and international agencies, especially the United Nations Educational, Scientific and Cultural Organization, the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities.**

VI. Co-operation with international organizations
Article 13

The Regional Committee shall make all the necessary arrangements for associating the competent international organizations, both governmental and non-governmental, with

its efforts to ensure that the present Convention is applied as fully as possible. For this purpose it shall conclude the appropriate agreements and arrangements with them.

VII. Institutions of higher education under the authority of a Contracting State but situated outside its territory

Article 14

The provisions of the present Convention apply to studies pursued in, and to certificates, qualifications, diplomas and degrees obtained from, any institution of higher education which is affiliated to an institution under the authority of a Contracting State and which is situated outside its territory, within the limits authorized by the provisions in force in each of the Contracting States.

VIII. Ratification, accession and entry into force
Article 15

The present Convention shall be open to the signature and ratification of Arab States members of the League of Arab States and of UNESCO, and of any other State member of the League of Arab States and of any other State belonging to the Arab States region as defined by UNESCO.

Article 16

1. Other States which are members of the United Nations Educational, Scientific and Cultural Organization may be authorized to accede to this Convention.
2. Any such request should be communicated to the Director-General of the United Nations Educational, Scientific and Cultural Organization, who shall transmit it to the Contracting States at-least three months before the meeting of the Regional Committee.
3. The Committee shall meet as an ad hoc committee to take a decision concerning the request. Its members shall be given specific authorization by their governments to that effect. Decisions in such cases shall be by a two thirds majority of the Contracting States.

4. This procedure shall apply only when a majority of the States referred to in Article 15 has ratified the Convention.

Article 17

Ratification of the present Convention or accession to it shall be effected by depositing an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Article 18

The present Convention shall enter into force one month after two States have deposited their instrument of ratification, but solely with respect to the States which have deposited their instruments of ratification. It shall enter into force for each other State one month after that State has deposited its instrument of ratification or accession.

Article 19

1. The Contracting States shall have the right to denounce the present Convention.
2. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect 12 months after the instrument of de-nunciation has been received. It shall have no retroactive effects, nor shall it affect the recognition of studies, qualifications, diplomas or degrees which has taken place in accordance with the provisions of the Convention when the State denouncing the Convention was still bound thereby. Such recognition shall continue to have its full effect after the denunciation has become effective.

Article 20

This Convention shall not affect in any way the treaties and conventions already in force between the Contracting States or the national legislation adopted by them in so far as such treaties, conventions and legislation offer greater

advantages than those provided for in the present Convention.

Article 21

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States mentioned in Articles 15 and 16 and also the United Nations of the deposit of all the instruments of ratification or accession referred to in Article 17 as well as of the denunciations provided for in Article 19.

Article 22

In conformity with Article 102 of the United Nations Charter, the present Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

IN FAITH THEREOF the undersigned representatives, being duly authorized thereto, have signed the present Convention.

Done at Paris, this 22nd day of Muharram 1399 (22 December 1978) in the Arabic, English and French languages, the three texts being equally authoritative, in a single copy which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization. A certified true copy shall be sent to all the States referred to in Articles 15 and 16 and to the United Nations.

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